|  |  |  |  |
| --- | --- | --- | --- |
| This is the level where you really want to make sure that you are beginning to make solid connections to the AP Themes. It’s very hard for me to see the connections in the book since I am not familiar with the additional texts that are provided. These are the authentic texts that have the potential to anchor a unit. You will know the theme of the literary texts that are being used and that may give you insights into a broader theme/topic. The informational text also suggests connections. I’ve tried to add ideas to what you had originally sent. There is too much grammar in this level. Structures are determined by what you want the students to be able to do. | | | |
| **Thematic Unit** | **Content** | **Probable Structures** | **Summative Performance Assessment** |
| **Careers**  (Lesson 8)  Personal and Public Identity | 8 – work, finance, economy  **Add**   * college application * top skills wanted by employers * interest inventories * jr year abroad – choose university | future  conditional |  |
| **Who Belongs?**  (Lesson 1)  Global Challenge | 1- Personal Relations  **Add**  Immigration  Population Trends  Family Heritage | preterite  imperfect |  |
| **Daily Life**  (Lesson 2 and 9)  Contemporary Life | 2 – music, sports, etc.  9 – popular culture, TV, radio, movies  **Add**  social media, internet use and safety, gaming |  |  |
| **Buen Viaje**  (Lesson 5)  Contemporary Life | 5 – travel, excursions,  Add  types of tourism,  planning a trip using internet |  |  |
| **Environment**  (Lesson 6 and 7)  Global Challenges  Science and Technology | 6 – nature, animals  7 – technology to solve environment problem |  | There is an environmental theme in 2. Be sure to pick a different focus. |
| **Legacy of the Ages**  (Lesson 10)  Beauty and Aesthetics | 10 – literature and authors  art and artists  **Add**  music  architecture  legacy of a century |  | This is a unit that can feel disconnected. You might want to have students student a particular century for all aspects of artistic in order to allow them to see the connections, small groups could research other centuries and present them to the class. The class could consider what the legacy of the 20th or 21st century might be. |

I think the only change that I made from your plan was to drop Health and Well being as a topic since it was in level 2. Environment is in both, but level 2 might look at a more novice level concept like biodiversity, endangered animals, etc. Level 3 might look at a more specific problem like energy, climate change, water pollution, etc.